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ABSTRACT

This final report describes the objectives, the evaluation design, and the findings of a project which provided training and support to elementary teachers to enable them to integrate drama, dance/movement, visual arts, and music into their daily academic programs. The project had two main components carried out by an arts team with members representing the various arts. The first component was demonstration lessons. Classroom teachers selected the art form in which they wished to participate. Presentations were made in the classroom by arts team members, of specific art activities in dance/movement, drama, and music, demonstrating ways in which the skills could be used to support and supplement other curriculum and developmental areas. The classroom teachers followed up the presentations by providing opportunities for students to practice and refine the skills and understanding taught by the special teachers. The second component was an inservice course offered each semester to provide training for teachers. The course consisted of 15 sessions of two hours each. The project evaluation followed the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. The PMI model is included in the appendices. Project staff developed tests to evaluate student progress. Findings indicate that the project was very successful. (Author/RM)

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AN APPROACH TO LEARNING THROUGH THE ARTS

Final Report

1980-1981

SO 014001

Prepared by
Division of Quality Assurance

1980-1981

AN APPROACH TO LEARNING THROUGH THE ARTS

Wilma Wood, Project Director

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SUMMARY AND FINDINGS

Title

An Approach To Learning Through the Arts

Project Director

Wilma Wood

Project Location

The project office is in the Region C Educational Center at Bunker Hill Elementary School. Teacher courses were held at Woodridge School and at Bunker Hill. Arts Team members worked with students at selected schools throughout Region C.

Target Population

Teachers and students from public elementary schools and teachers from non-public elementary schools in Region C.

Background

Following a survey in former Region VI which showed the paucity of some arts services in elementary schools the project began as an unfunded pilot project during the 1979-80 year, with some of its ideas based on a successful arts project in Montgomery County. Title IV-C funding began in the 1980-81 school year.

Description of the Project

The two main components of the project were: (1) Demonstration lessons where the Arts Team members go into the classrooms to demonstrate ways in which dance/movement, drama and music can be used to reinforce academic curriculum; and (2) Inservice courses for teachers to help them learn how to integrate the arts into their curriculum.

Stated Objectives

I. Teachers who participate in the classroom component of the project, An Approach to Learning Through the Arts, during the school year, 1980-81, will apply the skills presented for the specified art form (dance, drama or music) as evidenced by project records showing at least 75% implementation of the follow-up activity provided by the arts team members.

II. After participating during school year 1980-81 in a Learning through the Arts inservice course involving dance/movement, drama, music, and visual art, teachers will demonstrate knowledge of course content as evidenced by records indicating fulfillment of course requirements.

III. Students of teachers who participate in the Approach to Learning through the Arts Project during school year 1980-81 will demonstrate a positive attitude in art form(s) presented by the specialist as indicated on an age-appropriate instrument developed by the Arts Team members.

IV. During school year 1980-81 Arts Team members, other project personnel and the Division of Research and Evaluation will adopt an existing instrument or develop and standardize a vocabulary instrument for each art form for further student evaluation as evidenced by instrument on file.

Evaluation

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Demonstration lessons in the classroom in music, drama and dance/movement were provided by Arts Team members to help teachers learn ways in which the arts could be used to reinforce other curriculum areas, with implementation of approximately 60% of the recommended follow-up activities.

2. During the summer of 1980, 17 teachers enrolled in the "Learning through the Arts" course earning recertification credit, with 7 of them earning college credit, while during the year 16 teachers enrolled for recertification credit with two earning college credit.

3. Teachers taking the course prepared lesson plans in preparation for use in their own classrooms and demonstrated an increase in knowledge on a final test.

4. Students in grades 2 through 6 showed interest in the arts activities by rating them high on instruments designed to measure their feelings toward each activity.

5. The first draft of a vocabulary instrument was developed for each of the three art forms and standardization procedures continued throughout the year.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The primary goal of the project was to provide training and support to classroom teachers to enable them to integrate drama, dance/movement, visual arts and music into their daily academic program.

Need - A survey of teachers of the arts in former Region VI elementary schools showed that no school had the services of either a dance/movement teacher or a drama teacher and that services of music and art teachers were limited. A report funded by the U.S. office of Education showed that emphasis on the arts in schools enhances learning in general.

History - Although unfunded by any outside source, the project began during the 1979-80 school year. Some of the ideas were based on a successful arts project in Montgomery County, Maryland, in which the arts achieved parity with other disciplines and were integrated into the total curriculum. One important difference between the Montgomery County project and the District of Columbia project was the use of the arts in D.C. as a tool to upgrade students' basic skills. The original "Learning Through the Arts" project had five team members - two for drama and one each for music, dance/movement and visual art. During the 1979-80 school year, partial funding was received from the Capital Arts Project. Beginning with the 1980-81 school year, the project has been funded by Title IV-C.

Description of the Project

Target Population - Participation was open to all elementary public and non-public teachers and to students of participating public school teachers in Region C. Although classroom component participation was determined by staffing limitations, the inservice course was open to all principals, teachers and other interested staff members.

Project Components - The project had two main components carried out by an Arts Team with members representing the various arts. The components, described below, were: (1) demonstration lessons and (2) inservice courses. In addition Arts Team member were available to provide arts workshops, and consultation for special projects.

Demonstration Lessons - Classroom teachers selected the art form in which they wished to participate. Presentations were made in the classroom by Arts Team members, of specific art activity in dance/movement, drama and music, demonstrating ways in which the skills could be used to support and supplement other curriculum and developmental areas. The classroom teachers followed up the presentations by providing opportunities for students to practice and refine the skills and understanding taught by the special teachers.

Inservice Courses - Courses were offered each semester to provide training for teachers so they could integrate dance, drama, music and visual art into the teaching of other curriculum areas. It consisted of fifteen sessions of two hours each, offering two inservice credits and optional college credits.

Staffing - The staff consisted of a part-time project director and five Arts Team members, two of whom worked with the inservices only. The team was responsible for the demonstration lessons representing music, drama and dance/movement. Funding for staff members was provided by the regular budget supplemented by Title IV-C funds for teaching the inservices.

Stated Objectives

I. Teachers who participate in the classroom component of the project, An Approach to Learning Through the Arts, during the school year, 1980-81, will apply the skills presented for the specified art form (dance, drama or music) as evidenced by project records, showing at least 75% implementation of the follow-up activity provided by the arts team members.

II. After participating during school year 1980-81 in a Learning through the Arts inservice course involving dance/movement, drama, music, and visual art, teachers will demonstrate knowledge of course content as evidenced by records indicating fulfillment of course requirements.

III. Students of teachers who participate in the Approach to Learning through the Arts Project during school year 1980-81 will demonstrate a positive attitude in art form(s) presented by the specialist as indicated on an age-appropriate instrument developed by the Arts Team members.

IV. During school year 1980-81 Arts Team members, other project personnel and the Division of Research and Evaluation will adopt an existing instrument or develop and standardize a vocabulary instrument for each art form for further student evaluation as evidenced by instrument on file.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective.

RESULTS

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide training and support to classroom teachers to enable them to integrate dance/movement, drama, music and visual art into their daily program .

Objective I: Teachers who participate in the classroom component of the project, An Approach to Learning through the Arts, during the school year, 1980-1981, will apply the skills presented for the specified art form (dance, drama or music) as evidenced by project records, showing at least 75% implementation of the follow-up activity provided by the arts team members.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Arts Team members for dance/movement, drama, and music	Agreement	1. The evaluation team met with arts team members. The program profile lists their names.
2. Elementary school teachers/sites	Agreement	2. Schools and teacher sites were available as shown on listed schedules.
3. Three cycles of the classroom program	Agreement	3. The first cycle was an awareness cycle; the second and the third cycles were evidenced by schedules and reports of activities.
4. Supplies, instructional materials, and equipment	Discrepancy	4. Copies of requisitions were examined but the project director reported that materials arrived too late to be used this year. There were some materials from last year's program and project personnel constructed or provided the rest.

OBJECTIVE I

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
5. Classroom activity evaluation instruments	Agreement	5. The evaluation instruments were available for examination.
6. Descriptive information about the program	Agreement	6. Descriptive information was evident in the regional newsletter and the project flyer. The model in the proposal was reproduced for dissemination.
7. Schedule for participating schools	Agreement	7. Schedules and arts team members' notebooks were examined.
8. CBC Guides/Scope and Sequence	Agreement	8. CBC Guides and Scope and Sequence material were available for use by team members, as observed by the Title IV-C personnel.

OBJECTIVE I

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Information will be disseminated to the schools by the project coordinator.	Agreement	1. Newsletters and officer's notes provided evidence of dissemination.
2. Teachers will volunteer to participate for each art form.	Agreement	2. The principals made contact with the teachers, each school being allotted a certain number. The director was notified by phone of the names of participating teachers. From that, a list was established.
3. Project director will set up schedule for Arts Team members.	Agreement	3. Schedules were available for examination. Each Arts Team member had a notebook containing schedules.
4. Conferences will be held with principals by Arts Team members	Agreement	4. Conferences were held as evidenced by team members' records of monthly summary of activities.
5. Initial conferences or faculty meetings will be scheduled to describe the program by Arts Team members.	Agreement	5. An examination of the Arts Team members' records showed scheduling for orientation meetings.
6. Lesson plans will be written by Arts Team members using CBC guides and technology.	Agreement	6. Samples of lesson plans kept in Arts Team members' notebooks were observed by the evaluation team. One of the Arts Team Members demonstrated how she incorporated CBC technology into her lessons.
7. Arts Team members will present lessons in the classroom	Agreement	7. Arts Team members have been presented lessons in the classrooms as evidenced by schedules, lesson plans and evaluations.

OBJECTIVE I

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
8. Activities will be recommended by Arts Team members for teachers to use.	Ageement	8. The evaluation team examined the section of the lesson plan referring to recommendations and verified that follow-up activities were recommended.
9. Teachers will be requested to complete an evaluation form after each lesson and at the end of each cycle.	Agreement	9. Each Arts Team member kept her evaluation forms and summaries in her notebook, as observed by the Title IV-C Evaluation team.
10. Arts Team members will meet weekly to plan various aspects of the program, with the project director attending at least twice a month.	Agreement	10. The monthly summary of activities showed that the planning was occurring as indicated.

OBJECTIVE I

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981, records made available to the Title IV-C Evaluation Unit by the project director, of classroom visits by Arts Team members will show that teachers were served by Arts Team members.	Agreement	1. Schedules and evaluation sheets provided by the Arts Team members showed that teachers were served in dance/movement, drama and music. For sample schedule see Appendix B.
2. By June, 1981, records made available to the Title IV-C Evaluation Unit by the project director will show that teachers implemented 75% of the follow-up activities recommended by the arts team members.	Discrepancy	2. Based on information provided by Arts Team members, 175 out of 291 recommended activities were follow-up by teacher participants. This represents 60% implementation. During this first year of the funded project, Arts Team members had not yet developed special procedures to encourage follow-up implementation.

OBJECTIVE I

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Arts Team members were hired and ready to start the program. Teachers requested their services. Space was available. Supplies and instructional equipment did not arrive when first needed, but Arts Team members made do with what was available from a previous project or they constructed their own. Descriptive information about the program was available for dissemination. All of these inputs related to the processes required to implement the program.

OBSERVED PROCESSES/OBSERVED OUTCOMES

After the information about the project was disseminated and schedules arranged, the Arts Team members visited the schools and presented their instruiction in the classroom. Their lesson plans incorporated CBC technology into their lessons. After giving the instruction in the classroom, they recommended follow-up activities for teachers to use. However, there was no procedure established to encourage follow-up implementation. Thus, observed outcomes showed that teachers were served by the Arts Team members but only 60% of the suggested follow-up activities were implemented.

OBJECTIVE I

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

The discrepancy in the inputs concerning supplies and materials did not apparently affect too much of the program. There was no plan to encourage the implemention of recommended follow-up arts activities by teachers. This may have led to the outcome discrepancy concerning the percentage of implementation of the follow-up activities. This problem will be addressed in the next year's planning and in the new evaluation design. There was agreement in the rest of the items and teachers were being served as planned.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide training and support to classroom teachers to enable them to integrate dance/movement, drama, music and visual art into their daily program .

Objective II: After participating during school year 1980-1981 in a Learning through the Arts inservice course involving dance/movement, drama, music, and visual art, teachers will demonstrate knowledge of course content as evidenced by records indicating fulfillment of course requirements.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Course outline	Agreement	1. A copy of the course outline was observed.
2. Instructors for arts	Agreement	2. The evaluation team met with the Arts Team members and were provided with a list of names of the instructors.
3. Site with adequate space for dance, drama, music and vusual art classes	Agreement	3. The site for the first semester course was Woodridge School. The site for the second semester was the Region C Educational Center at Bunker Hill, where an interim evaluation site visit took place. Space was observed to be adequate.
4. Sufficient/adequate supplies, equipment	Discrepancy	4. Most project supplies did not arrive in time to be used. Materials were either purchased with regional funds or teachers made their own. Some buildings had supplies that could be used.

OBJECTIVE II

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
5. Course registration material	Agreement	5. Course registration material was shown to the evaluation team.
6. Instruments for course evaluation	Agreement	6. Instruments for evaluation were ready, copies being provided to the evaluation team.
7. Classroom teachers to participate in the inservice	Agreement	7. Arts Team teachers' lists, completed registration forms and grade lists verified that teachers participated in the inservice.

OBJECTIVE II

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project director will identify instructors for the course.	Agreement	1. The Arts Team was identified by the project director. The team consisted of the instructors who had worked with the pilot program the previous year as evidenced by the program brochures.
2. Project director will select site for course.	Agreement	2. The project director arranged for the space which was available at Woodridge School during the first semester and at Bunker Hill during the second, since the team needed four rooms. The evaluators observed the second site.
3. Project director will disseminate course information to schools.	Agreement	3. Project director's records showed that the Region C Inservice Brochure was sent to public and non-public schools in Region C and to all teachers with whom the Arts Team had worked the previous year. Also, the newsletter showed dissemination information.
4. Project director will process applications.	Agreement	4. Applications were processed as evidenced by individual course cards and application summaries.
5. Arts Team members will prepare course materials.	Agreement	5. Course material was available for examination by evaluation team members.

OBJECTIVE II

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
6. Arts Team members will teach course using course outline approved by Board of Examiners and Metro Council.	Agreement	6. A letter dated August 4, 1980 indicated approval of course outline by the Board of Examiners. Approval by the Metro Council was also documented by a letter dated September 22, 1980, listing the courses. An examination of Arts Team members' records showed they taught the courses as indicated.
7. Participants will demonstrate completion of course objectives by writing one lesson plan and defining related vocabulary.	Agreement	7. The evaluation team examined samples of completed lesson plans and vocabulary tests as well as a completed evaluation summary from the first semester.
8. Participants will evaluate course by filling out a questionnaire.	Agreement	8. The evaluation team examined samples of participant evaluations and reviewed the evaluation summary for the first semester.
9. Arts Team members will complete grade information.	Agreement	9. Arts Team members completed grade information as evidenced by the grade list for the first semester.
10. Project director will submit grade information to Board of Examiners and Metro Council as required.	Agreement	10. Duplicates of the grade lists that were sent to the Board of Examiners and Metro Council were seen by the evaluation team.
11. Project director and Arts Team members will plan for follow-up as applicable.	Agreement	11. The monthly summary of activities showed that the group met on Fridays for planning.

OBJECTIVE II

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981, records made available to the Title IV-C Evaluation Unit by the project director will show that each participant who earned credit for the course, submitted one lesson plan judged as acceptable by the Arts Team members.	Agreement	1. During the summer, 1980, 17 teachers enrolled for the course for recertification, with 7 of them earning college credit through Catholic University. One teacher participated in the winter cycle. In the spring, 1981, 15 teachers enrolled for recertification credit, with two earning college credit. This was verified by the roster of "Participants Successfully completing In-Service Course, 'Learning Through the Arts' submitted to the Division of Personnel Board of Examiners. As part of the requirements for earning the credit, each participant submitted one lesson plan judged as acceptable by the Arts Team members.
2. By June, 1981 an analysis of the vocabulary test results made available to the Title IV-C Evaluation Unit by the project director will show that course participants defined at least 80% of the words on the test.	Discrepancy	2. Teachers in the summer session scored a mean of 32 on the posttest, which out of a possible 40 points is 80% suggesting the criterion level for the test results. During the spring cycle course, the mean was 30 out of 40, or 76%. There was however, a significant gain at the .001 level pre- to posttest during both cycles, showing that teachers taking the course showed great improvement. (See Appendix C.)

OBJECTIVE II

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Staff, space and registration materials were ready for the course and teachers signed up to participate. Although project-ordered supplies and equipment did not arrive on time, materials either were bought with regional office funds or were made by the instructors, thereby not affecting negatively the processes. Information about the course was disseminated to the schools and Arts Team members prepared their course material. The course was held and grade information was submitted to the Board of Examiners and the Metro Council

OBSERVED PROCESSES/OBSERVED OUTCOMES

The course was taught as planned and teachers earned recertification and college credit if they had signed up for it. They each submitted a lesson plan demonstrating that they had learned how to integrate the arts into the curriculum. They also improved their vocabulary even though the spring group did not meet the 80% criterion level of the objective. The pre-post measure showed that they made a significant improvement at the .001 level.

OBJECTIVE II

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

The course was offered and well prepared for, even though supplies were late in arriving. Teachers showed their competence by preparing lesson plans judged by the Arts Team as being acceptable. Although there was a discrepancy in the analysis of the vocabulary test results, the teachers did make significant gains in their arts vocabulary from pretest to posttest. These results will be taken into consideration in planning for next year.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide training and support to classroom teachers to enable them to integrate dance/movement, drama, music and visual art into their daily program.

Objective III: Students of teachers who participate in the Approach to Learning through the Arts Project during school year 1980-1981 will demonstrate a positive attitude in art form(s) presented by the specialist as indicated on an age-appropriate instrument developed by the Arts Team members.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Students in classes of identified teachers/schools	Agreement	1. Students were selected on the basis of their being in classes of teachers who participated in the classroom component of the project. All of those students were involved. Teachers and schools were identified on lists.
2. Student activities related to dance/movement, drama, music and visual arts	Agreement	2. Arts Team members' lesson plans indicate that the student activities were appropriately related to the specified art forms.
3. Arts team members for dance/movement, drama and music	Agreement	3. The evaluation team met with Arts Team members. The program profile listed their names.

OBJECTIVE III

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
4. Sufficient adequate supplies, instructional materials, and equipment	Discrepancy	4. Copies of requisitions were examined showing that materials, supplies and equipment were ordered, but the project director reported that they had arrived too late to be of use this yer. Teachers either used materials from last year or constructed their own.

OBJECTIVE III

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Students will participate in activities using an art form to reinforce skills in basic curriculum areas.	Agreement	1. Lesson plans show that students were participating in art-reinforced basic curriculum. The responses of the children were indicated on daily activity evaluations and were summarized on the program evaluation forms completed at the end of the cycle.
2. Students will indicate their attitude on age-appropriate instruments or media to be developed by the Arts Team in conjunction with Title IV-C Evaluation Unit personnel.	Agreement	2. One of the Arts Team members had developed an instrument and the other members tried it out, adapted to their specialties.

OBJECTIVE III

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981, 80% of the students of teachers participating in the project will rate "high" or "very high" on items on an instrument measuring their attitude toward the art form(s) presented by the Arts Team members with the completed instruments made available to the Title IV-C Evaluation Unit by the project director at that time.	Agreement	1. The Arts Team members used two forms for evaluating how students felt toward their activities. The one for grades 3-6 was also given to some high achieving second graders. It consisted of the name of the activity and places to check labeled "fun," "OK" and "frowning face". The summary of the 6,838 responses on 52 activities showed 81% had rated them as fun, 15% as OK and 4% did not like them. On the form for the primary grades children there were two choices, a smiling face and a frowning face. The summary of the 1828 responses on 24 activities showed 96% had rated the activities as positive and 4 percent as negative. (See Appendix D.)

OBJECTIVE III

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The teachers and their students were selected to participate in the program and the Art Team were prepared to work with them. Although supplies were limited due to their late arrival, teachers were able to make do with what they had on hand or could construct. These inputs led to the observed processes of student participation required to meet this objective.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Students participated in the program and the Arts Team members devised rating scales to check their attitudes towards the lessons that were presented. Through these processes, students did indicate on the scales positive responses towards the lessons.

OBJECTIVE III

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

Except for the delay in receiving supplies, there were no discrepancies between intended and observed inputs, processes and outcomes. The students apparently liked the program as they demonstrated in their responses to the attitude instruments. Since the instrument was age-appropriate, i.e. there was a simpler form for the younger children, the results add strength to the program.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide training and support to classroom teachers to enable them to integrate dance/movement, drama, music and visual art into their daily program.

Objective IV: During school year 1980-1981 Arts Team members, other project personnel and the Division of Research and Evaluation will adopt an existing instrument or develop and standardize a vocabulary instrument for each art form for further student evaluation as evidenced by instrument on file.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Arts Team members	Agreement	1. Arts Team members working on the instrument were: Michelle F. Johnson, Drama; Dawn R. Jones, Music; and Arlene S. (Njambi) McQueen, Dance/Movement.
2. Other project personnel	Agreement	2. Other project personnel working on the instrument were: Wilma Wood, Project Director and Audrey Ailer, Grants Proposal Coordinator.
3. Title IV-C Evaluation Unit personnel from the Division of Research and Evaluation	Agreement	3. Division of Research and Evalution personnel working on the instrument were: Marcia McBeath, Director of the Title IV-C Evaluation Unit and Leslie Smart, Educational Research Assistant.
4. Information concerning the evaluation of similar projects	Agreement	4. A copy of an ERIC search plus project records were evidence of information on hand concerning the evaluation of similar arts projects.

OBJECTIVE IV

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
5. Guidelines for instrument development and standardization	Agreement	5. On April 9, 1981, the Director of the Title IV-C Evaluation Unit met with the Arts Team to present guidelines for instrument development and standardization as evidenced by a letter sent to the project personnel, reviewing the meeting. (See Appendix E.)
6. Vocabulary lists for each art form	Agreement	6. Each Arts Team member produced vocabulary lists which were examined by the Title IV-C Evaluation Team.
7. Schools/classes K-6 to field-test instruments	Agreement	7. Classes for field-testing the instrument were selected as those where teachers who registered for the third cycle were assigned.

OBJECTIVE IV

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project personnel will search the literature for instruments that might be adapted for student evaluation.	Agreement	1. Records reviewed on February 22, 1981, and April 9, 1981 showed that searches for suitable instruments were done. No appropriate instruments were located.
2. If no suitable adaptable instruments are located, Team members will recommend vocabulary for K-6 in each art form.	Agreement	2. Team members recommended vocabulary words for possible inclusion in an evaluation instrument as evidenced by lists for each art form.
3. Project personnel and Title IV-C Evaluation Unit staff will draft instruments.	Agreement	3. Project personnel and Title IV-C Evaluation Unit staff constructed an instrument as evidenced by a memo dated April 22, 1981, to the Project Coordinator, reviewing instrument, drafting plans and accomplishments, and by draft instrument. (See Appendix E.)
4. Title IV-C Evaluation Unit staff will recommend procedures for standardization.	Agreement	4. The memo recorded in item 3 above also contained a review of the standardization procedures used.
5. Schools will be selected for participation in standardizing instrument by project director and Title IV-C Evaluation Unit staff.	Agreement	5. The schools used for the first step of the procedure were selected on the basis of convenience to the Arts Team members, i.e. the schools in which they were working, at the time.
6. Results will be reviewed by project staff and Title IV-C Evaluation Unit staff.	Agreement	6. Results were reviewed by project staff and Title IV-C Evaluation Unit staff as evidenced by record of meetings held.

OBJECTIVE IV

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981 a standardization instrument for each art form will be on file in the Region C Education Center.	Agreement	1. The process used to develop the instruments is described in Appendix E. The process was followed and the Arts Team members administered the tests to a sample of 271 students, 197 in drama, 33 in Dance/Movement and 41 in music. Item analyses performed for all test results submitted showed that all items were useful. (See Appendix E.) To test the validity of the instruments, three Spearman Rank Correlations were done with the teacher rank-ordering the students. All three rho correlations gave t scores high enough to be significant at the .01 level. (See Appendix E.) Individual scores on the tests ranged from none correct to 100% correct. The average percent correct for each art was Dance/Movement - 70%, Music - 57% and Drama - 75%. (See Appendix E.)

OBJECTIVE IV

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The Arts Team members, other project personnel and Title IV-C Evaluation Unit personnel were able to review the literature and ascertain that there were no suitable instruments for adaption to the project. Guidelines for instrument development were made available to Arts Team members and with their vocabulary lists for each art form, they were able to begin the standardization procedure.

OBSERVED PROCESSES/OBSERVED OUTCOMES

After selecting the schools to participate in the administration of the first draft of the arts vocabulary tests, the Arts Team members followed the recommended procedures. They interviewed students for suggested definitions, wrote the tests, administered them to samples of students and scored the results. Each step was reviewed by the Title IV-C Evaluation staff and these processes led to the outcome of having an instrument on file to work with the following year.

OBJECTIVE II

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed inputs, processes and outcomes for this objective. When it became apparent that no suitable pre-made test could be found, one was written for each art form. Standardization procedures were followed and the first draft of the vocabulary tests were completed. As the instruments are refined, they will contribute useful information to the teachers on their success in integrating the arts into the curriculum.

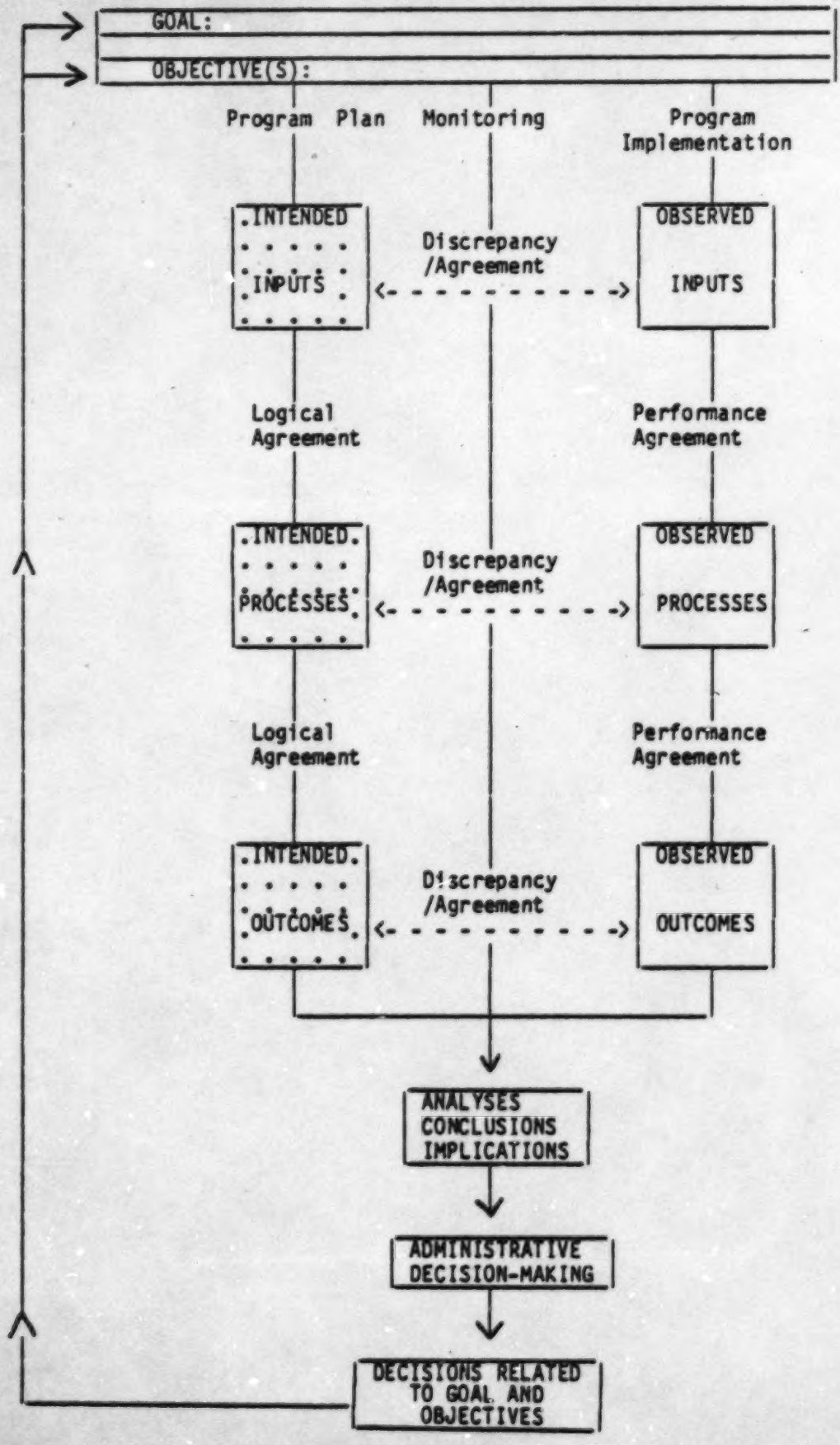
DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

SAMPLE SCHEDULE FOR ARTS TEAM MEMBERS

SCHEDULE

REGION C ESEA TITLE IV PART C PROJECT
AN APPROACH TO LEARNING THROUGH THE ARTS

SCHOOLS and Teachers Serviced by the Arts Team DATE February 9- March 27, 1981

SCHEDULE PERIOD INCLUDES ACTIVITY AND CONFERENCE

	TIME	DANCE	DRAMA	MUSIC	VISUAL ART
Monday		Cleveland	Bancroft	Ft. Lincoln	
	9:30	Johnson	Lewis	Allen	
	11:00	Epps	Riley	Taylor	
	1:15	Gillespie	Hunter	Riley	
	2:00	M. Brown	Lawson	Awkard	
Tuesday		Parkview	J.F. Cook	Bruce-Monroe	
	9:30	McLeod	Hall	Boyd	
	11:00	Turner	Craig	McCoy	
			Slater		
	1:15	Henderson	Lee	Cox	
	2:00	Wiggins	Millen	Porter	
Wednesday		Burroughs	Lewis	Tubman	
	9:30	R. Quander	Thompson	Andrews	
	11:00	p. Nussbaum	Warner	Jennings	
	1:15	K Underwood	Pope	Battle	
	2:00	M. Jones	Kaigler	Gray	
Thursday		Wheatley	Wheatley	Wheatley	
	9:30	Warren	Green	O'Leary	
	11:00	Selmar	Dorsey	Kelly	
		Ft. Lincoln		Woodridge	
	1:15	Hipkins	Peterson	Law	
	2:00	Cannon	Parler	Brunot	
Friday		EDUCATIONAL CENTER			

APPROVED: _____
PRINCIPAL

APPENDIX C

INSERVICE COURSE TEST RESULTS

Inservice Course Test Results

Summer, 1980*

	Number of Teachers	Mean Score	Standard Deviation	Percent Correct
Pretest	15	23.07	5.15	58
Posttest	17**	31.94	3.60	80

*t = - 8.28. significant at .001
**t was based on the 15 posttest scores with matching pretests

Spring, 1981*

	Number of Teachers	Mean Score	Standard Deviation	Percent Correct
Pretest	15	21.27	3.47	53
Posttest	15	30.20	4.14	76

*t = - 9.79, significant at .001

APPENDIX D

STUDENT EVALUATION OF ARTS TEAM ACTIVITIES

STUDENT EVALUATION OF TOTAL ARTS TEAM ACTIVITIES

Grades 2-6

Activities	Total	Fun	OK	Happy Face
Music	2,129	1,769	295	65
Dance/Movement	1,800	1,527	214	59
Drama	2,909	2,211	522	176
Total Numbers	6,838	5,507	1,031	300
Percent		81	15	4

Grades K-3

Activities	Total	Happy Face	Sad Face
Dance/Movement	1,346	1,339	7
Drama	482	414	68
Total Numbers	1,828	1,753	75
Percent		96	4

STUDENT EVALUATION OF MUSIC ACTIVITIES

Activities	Total Number	Rated As "FUN"		Rated As "OK"		Rated As Sad Face	
		Number	Percent	Number	Percent	Number	Percent
Circle Name Game	45	33	73	8	18	4	9
Harriet Tubman Chant	180	145	81	24	13	11	6
Way Down In The Music	105	99	94	6	6	0	0
My Aunt Came Back	69	59	86	7	10	3	4
Multiplication Drum Game	140	117	84	21	15	2	1
Multiplication Facts Game	189	169	89	17	9	3	2
Addition Facts Game	97	85	88	11	11	1	1
Subtraction Facts Chant (Tone Color)	15	5	33	3	20	7	47
Ordinals and Cardinals	50	47	94	3	6	0	0
Noun Chant	80	71	89	9	11	0	0
Long Vowel Chant	81	70	86	10	12	1	1
Antonymns Chant	133	105	79	26	20	2	2
I Can Spell a Word Chant	20	20	100	0	0	0	0
Initial Consonants Song/Chant	64	60	94	4	6	0	0
Health and Nutrition Facts Song	150	109	73	39	26	2	1
Health and Nutrition Facts Chant	153	120	78	30	20	3	2
Metro Chant	108	96	89	9	8	3	3
Song About D.C.	105	95	90	7	7	3	3
Song About States of U.S.	80	50	63	23	29	7	9
Translating African/American Proverbs Into Rhythm Patterns	47	30	64	9	19	3	17
African Block-Passing Game	32	16	50	14	44	2	6
Martin Luther King Chant	38	31	82	6	16	1	3
Clocks and Telling Time Song	60	53	88	5	8	2	3
Auditory Perception with Musical Instruments	64	62	97	2	3	0	0
Days of the Week Song	24	22	92	2	8	0	0
Total	2,129	1,769	83	295	14	65	3

STUDENT EVALUATION OF DANCE/MOVEMENT ACTIVITIES - GRADES 2-6

Activities	Total Number	Rated As "FUN"		Rated As "OK"		Rated As Sad Face	
		Number	Percent	Number	Percent	Number	Percent
Locomotor/Non-Locomotor	273	209	77	58	21	6	2
Four Short Stories	275	242	88	26	9	7	3
Spelling Movement Code	278	259	93	15	5	4	1
Black History Poem	147	134	91	7	5	6	4
Haiku's	281	193	69	62	22	26	9
Yoga	285	252	88	26	9	7	2
Compound Words	23	23	100	0	0	0	0
Happy and Hoppy	25	25	100	0	0	0	0
Synonyms	48	45	94	3	6	0	0
Harriet Tubman	115	98	85	14	12	3	3
Duke Ellington (Dance as Performing Art)	25	25	100	0	0	0	0
Tape (D/M Vocabulary Instrument)	25	22	88	3	12	0	0
Total	1,800	1,527	85	214	12	59	3

STUDENT EVALUATION OF DANCE/MOVEMENT ACTIVITIES - GRADES K-3

Activities	Total Number	Rated As "OK"		Rated As Sad Face	
		Number	Percent	Number	Percent
Locomotor/Non-Locomotor	226	223	99	3	1
Four Short Stories	226	225	100	1	0
Balloons	194	194	100	0	0
Flappy and Floppy, "Isolation"	140	140	100	0	0
Orchestrated Movement	132	132	100	0	0
Synonyms	78	75	96	3	4
Metamorphosis	48	48	100	0	0
Compound Words	62	62	100	0	0
Yoga	118	118	100	0	0
Relaxation	47	47	100	0	0
Haiku's	25	25	100	0	0
Movement Code	25	25	100	0	0
Harriet Tubman	25	25	100	0	0
Total	1,346	1,339	99	7	1

STUDENT EVALUATION OF DRAMA ACTIVITIES - GRADES 2-6

Activities	Total Number	Rated As "FUN"		Rated As "OK"		Rated As Sad Face	
		Number	Percent	Number	Percent	Number	Percent
Feelings Song	374	260	70	90	24	24	6
Tighten Up	389	258	66	96	33	35	12
One by One	381	299	78	49	13	33	9
Mirrors	391	317	81	60	15	14	4
Touch Control	385	326	85	51	13	8	2
Sausage	313	282	90	19	6	12	4
3- Way Spelling	292	166	57	98	34	28	10
Character Traits/Improvisation	22	19	86	3	14	0	0
Pantomime Careers	111	92	83	15	14	4	4
Character Moods	133	96	72	28	21	9	7
Short Vowels	68	52	76	13	19	3	4
Real and Make Believe	25	21	84	0	0	4	16
Sight Words	25	23	92	0	0	2	8
Total	2,909	2,211	76	522	18	176	6

STUDENT EVALUATION OF DRAMA ACTIVITIES - GRADES - K-2

Activities	Total Number	Rated As Happy Face		Rated As Sad Face	
		Number	Percent	Number	Percent
Feelings Song	89	87	98	2	2
Warm Ups	89	76	85	13	15
Pantomime Vowels	45	39	87	6	13
Pantomime Syllables	23	22	96	1	4
Pantomime Rhymes	42	31	74	11	26
Real and Make Believe	43	37	86	6	14
Pantomime Story Endings	43	30	70	13	30
Moodes	43	38	88	5	12
Singing Synonyms	22	20	91	2	9
Pantomime Sight Words	21	18	86	3	14
Pantomime Rhyming Words	22	16	73	6	27
Total	482	414	86	68	14

APPENDIX E

DESCRIPTION OF PROCESS TO DEVELOP VOCABULARY TESTS AND STANDARDIZATION DATA

April 22, 1981

Memorandum to: Wilma Wood, Project Coordinator
An Approach to Learning
Through the Arts

From: Marcia McBeath, Director
Title IV-C Evaluation Unit

I would like to review for you what we accomplished at our meeting on April 9, 1981 (we being Audrey Aller, the three arts team members, and myself). Objective IV, of your Arts project states that if no existing vocabulary instrument is located, we will develop and standardize our own. An ERIC search turned up no adequate instrument so we are developing our own.

Each of the arts team members had produced lists of words they use in their teaching. I reviewed with them validity, reliability, and use, as factors in test construction. We agreed on an objective (rather then subjective) test, probably to be either matching or multiple choice.

The next step is for each of the arts team members to tape individual interviews with children who have already been through the program, asking for their definitions of the words. The children will be selected from various grade levels and varying achievement levels.

From the tapes, the arts team members will choose correct, simple definitions to use in their first draft of the instrument. I will be available for review of those drafts either with the groups, individually or by mail.

Next, we will try them out on a sample of students who are completing the present cycle. The class teacher or the arts team specialist will rank order the students as she thinks they will do (before seeing the results of the test). This will be used to procure a validity coefficient, which I will calculate.

When the tests have all been administered, I will do an item analysis as a basis for discussion on which items to keep and which to discard or revise.

If we have time, we will give the revised instrument to the same students to get a reliability coefficient and to test our completed instrument.

If I have omitted or misinterpreted any of the things we discussed I would appreciate the group letting me know. I enjoyed working with the team. They are knowledgable and friendly.

MM/vw

CC: Audrey Aller
Michelle Johnson
Dawn Jones
Njambi McQueen

ITEM ANALYSIS SUMMARIES FOR DRAMA VOCABULARY TESTS

N=22* Grade 2

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Improvisation	82%	.36
Characterization	73%	.54
Comedy	86%	.27
Pantomime	91%	.18
Tragedy	73%	.54
Audience	82%	.36
Script	73%	.54
Costume	59%	.82
Props	68%	.64
Cut	73%	.54

N=20* Grade 3

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Improvisation	65%	.70
Characterization	60%	.80
Comedy	60%	.80
Pantomime	70%	.60
Tragedy	85%	.30
Audience	80%	.40
Script	65%	.70
Costume	75%	.50
Props	70%	.60
Cut	83%	.30

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

ITEM ANALYSIS SUMMARIES FOR DRAMA VOCABULARY TESTS
(continued)

N=10* Grade 4

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Improvisation	50%	1.00
Characterization	70%	1.00
Comedy	50%	1.00
Pantomine	50%	1.00
Tragedy	50%	1.00
Audience	80%	.40
Script	50%	1.00
Costume	50%	1.00
Props	60%	.80
Cut	60%	.80

N=78* Grade 5

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Improvisation	59%	.82
Characterization	60%	.79
Comedy	69%	.31
Pantomine	67%	.67
Tragedy	58%	.85
Audience	79%	.41
Script	59%	.82
Costume	78%	.46
Props	56%	.87
Cut	87%	.26

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

ITEM ANALYSIS SUMMARIES FOR DRAMA VOCABULARY TESTS
(continued)

N=10* Grade 6

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Improvisation	70%	.60
Characterization	60%	.80
Comedy	90%	.20
Pantomine	100%	.00
Tragedy	90%	.20
Audience	100%	.00
Script	90%	.20
Costume	100%	.00
Props	80%	.40
Cut	100%	.00

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

ITEM ANALYSIS SUMMARIES FOR DANCE/MOVEMENT VOCABULARY TESTS

N=10* Grade 2

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Isolation	50%	1.00
Level	60%	.80
Locomotor	90%	.20
Range	10%	.20
Non-Locomotor	70%	.60
Choreography	70%	.60
Directions	70%	.20
Personal Space	60%	.80
Shape	20%	.40
Mirror Image	50%	1.00

N=12* Grade 2-3

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Isolation	92%	.17
Level	100%	.00
Locomotor	92%	.17
Range	0%	.00
Non-Locomotor	100%	.00
Choreography	92%	.17
Directions	100%	.00
Personal Space	100%	.00
Shape	8%	.17
Mirror Image	92%	.17

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

ITEM ANALYSIS SUMMARIES FOR DANCE/MOVEMENT VOCABULARY TESTS
(continued)

N=10* Grade 2

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Isolation	68%	.64
Level	82%	.36
Locomotor	91%	.18
Range	5%	.09
Non-Locomotor	82%	.36
Choreography	82%	.36
Directions	82%	.18
Personal Space	82%	.36
Shape	14%	.27
Mirror Image	64%	.73

ITEM ANALYSIS SUMMARIES FOR MUSIC VOCABULARY TESTS

N=12* Grade 5

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Chant	67%	.33
	83%	.33
Solo	67%	.33
	58%	.50
	58%	.50
	75%	.50
	75%	.50
	75%	.50

N=14* Grade 6

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Chant	86%	.29
	57%	.57
Solo	86%	.29
	57%	.57
	50%	1.00
	50%	1.00
	50%	1.00
	50%	1.00

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

ITEM ANALYSIS SUMMARIES FOR MUSIC VOCABULARY TESTS
(continued)

N=28* Grade 5-6

Vocabulary Word	Level of Difficulty**	Discriminating Power***
Chant	57%	.71
	61%	.64
Solo	57%	.71
	50%	.71
	50%	.71
	57%	.71
	61%	.79
	61%	.79

*Total of top 1/3 and bottom 1/3

**The lower the difficulty percent, the harder the question.

***The higher the decimal, the more the item discriminates between low and high achievers.

SPEARMAN RANK ORDER CORRELATIONS OF TEACHERS RANKINGS WITH ARTS VOCABULARY TESTS

Subject	Grade	Rho	T	DF	Level of Significance
Drama	3	.59	3.47	22	.01
Dance/Movement	4	.69	3.81	16	.01
Dance/Movement	2	.73	3.82	13	.01

PERCENT CORRECT ON FIRST SAMPLING OF ARTS VOCABULARY TESTS

Subject	Grades	Number In Sample	Mean Score	Total Items	Percent Correct
Dance/Movement	2-3	33	7.03	10	70
Music	5-6	41	4.56	8	57
Drama	2-6	197	7.50	10	75